

Department of French and Italian

Departmental Standards for Tenured Faculty Review

Throughout their careers, members of the department are expected to teach, advise, and mentor students at the undergraduate and graduate levels, to produce and disseminate scholarly work, and to contribute service to the department, the College, the University, and the profession. The present document outlines departmental standards and expectations in each of these areas, as these are to be applied to tenured faculty members during deliberations on annual merit salary increases and five-year post-tenure reviews.

A. Teaching

- a. Faculty members are expected to regularly update existing courses by maintaining active familiarity with current scholarship and methodologies in their fields. Updating courses includes such matters as adopting new textbooks or substantially new sets of readings, applying new theoretical approaches, engaging in new formats such as team-teaching, and incorporating new media or developing new web-based materials.
- b. Faculty members are expected to develop new courses where this is warranted by developments in their fields and by the changing needs of the department, their program areas, and the College. New courses can be supported by obtaining internal or external funding for curriculum development. Courses can be offered in English and / or in interdisciplinary areas to reach out to new on-campus and off-campus audiences. First-Year Seminars and Honors courses also offer possibilities for new courses. New courses may also be required by the changing undergraduate or graduate curriculum in the department.
- c. Faculty members are expected to teach classes which are appropriately sized, consistent with the nature of the subjects offered, the available classroom and teaching facilities, and the needs of the Department and the College. Faculty can collaborate in the development of a departmental and an individual teaching schedule that includes both larger- and smaller-enrollment classes.
- d. Faculty members are expected to administer regular written evaluations of classroom teaching in accordance with current departmental and College practice in promotion and post-tenure reviews. Teaching evaluations are to be obtained in all courses and the results provided to the Chair each spring.
- e. Faculty members are expected to advise undergraduate students and may offer individual studies work where appropriate.

- f. They are also expected to serve as advisors for graduate students working under them in their areas of scholarly emphasis. They participate in M.A. / Ph.D. examinations and supervise theses at all levels: honors work and theses as well as M.A. and Ph.D. theses.
 - g. Faculty engage in professional development designed to contribute to the improvement of teaching. They may take a seminar or master class related to the development of teaching skills or an introduction to new technologies. They may attend conference sessions related to pedagogy or curriculum development.
 - h. The evaluation of teaching will seek to ascertain such things as the following:
 - i. evidence of effective teaching
 - ii. evidence of the perception of effective teaching by students
 - iii. the individual is orally proficient in the language(s) of instruction
 - iv. course content indicates that the instructor is informed of new developments in the specialty and related fields.
 - v. the individual relates the subject matter of the course to other areas of the departmental program
 - vi. the rapport with students is good to excellent
 - vii. relevant methods of teaching the subject matter are employed
 - viii. availability and accessibility to students is good to excellent
 - i. The following criteria can also be used as appropriate:
 - i. outstanding professionals can be numbered among former students
 - ii. departmental courses taught by the individual which are prerequisite for other departmental courses provide proper and adequate preparation of students
 - iii. publication of prepared notes, exercises, and other educational materials that are recognized by colleagues and peers as worthwhile contributions to the discipline
 - iv. invited presentations and / or workshops which are the result of reputation as an effective teacher
- B. Scholarly Work. The departmental expectations for achievement and productivity are consistent with tenured rank. They include the following:
- a. Faculty members are expected to demonstrate productive scholarship and increasing visibility in ways consistent with their specializations. They conduct an active research program (or

programs) with the potential for short- and long-term production of publications and other disseminated products. When scholarly work is in progress over a span of years before it is brought to completion, faculty members must demonstrate progress toward completion through detailed progress reports and/or drafts of work to be published.

- b. A sustained record of publication is essential. The record may consist, following the expectations of the particular field or sub-field, of single- or co-authored books, edited or co-edited books, single or co-authored peer-reviewed articles, chapters in books (including republication of articles and chapters in edited collections of selected definitive studies on a subject), scholarly translations, invited summative articles for encyclopedias and reference books, note-length articles and article-length reviews in journals, electronic publications on acknowledged scholarly websites with automatic archiving assuring permanence, and review essays.
- c. Development of instructional software and course materials such as textbooks is considered as scholarly work insofar as they make original contributions to scholarship (i.e., textbooks intended for upper division or graduate coursework). Other textbooks (i.e., basic language textbooks) should also be considered insofar as they demonstrate knowledge and incorporation of new findings in the field and are supplemented by conference presentations, research articles, and papers of theoretical or analytical nature explaining the approach from a research perspective (as listed under b. above).
- d. Faculty members must demonstrate a sustained effort to disseminate their scholarship in their professional communities by participating in peer-reviewed conferences, organizing panels in peer-reviewed conferences, or organizing local, regional, national, or international conferences and workshops. Evidence of recognized scholarship such as invitations to participate in professional activities at other universities and institutions is also valued as is the publication of book reviews in journals or on established internet sites. Faculty members also obtain published reviews of their own scholarship.
- e. Faculty members must also demonstrate productive scholarship by preparing and submitting applications for external and internal research funding and awards, as appropriate to the research area and to the stage of the project.
- f. The evaluation of scholarship seeks to determine quality through such notions as the following:
 - i. originality of the study
 - ii. actual or likely impact of the work
 - iii. difficulty or complexity of the subject matter

- iv. thoroughness of analysis
- v. scope and depth of subjects covered
- vi. clarity of expression
- vii. appropriate publishing venues

- C. Service. The departmental expectations in this area are of increasing leadership and service consistent with tenured rank. They include the following:
- a. Faculty members are expected to serve on and to chair departmental and divisional committees including the standing departmental committees and ad-hoc committees and to participate in hiring, promotion and tenure decisions in the department. Faculty are also encouraged to serve as course supervisors for multi-section courses.
 - b. Faculty members are expected to serve on University and Collegiate committees by volunteering for Charter Committees of the Faculty Senate, by standing for election and serving on CLAS elective committees, and by accepting appointment to specialized committees and task forces appointed by administrators at various levels.
 - c. Faculty members are encouraged to provide French proficiency testing for students preparing to study abroad or submitting funding applications, take part in Hawkeye Visit Day and other events designed to provide information to prospective undergraduate students, and to help in the recruitment of graduate students to the department.
 - d. Faculty members are expected to serve the profession in various capacities at the regional, national, and international levels. Holding offices in professional organizations, helping to organize conferences and other events, serving as reviewers for journals, presses, and / or foundations, serving on editorial boards of journals or scholarly series, reviewing proposals for public and private agencies and foundations, serving on advisory boards of professional associations and research centers, participating in regional or national professional associations as officer, member, conference participant or attendee, and participating in promotional or departmental reviews outside the University are valued in this regard.